**Lesson by:**

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| **Common Core Learning Standards**  List the standard(s) this lesson will target | | | | **Culminating Focus Question**  This should be an open-ended question that requires students to think critically about the information and/or ideas contained in a text.  Your question should be aligned to the objective and the standard(s) you are addressing. It should also align to the key characteristics and big ideas of the text. | | | |
| STANDARD 4: The Living Environment  **SL.3.1** Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. **SL.3.3** Ask and answer questions about information from a speaker offering appropriate elaboration and detail  **Science Standard: The Living Environment**  **1.2a** Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.  **3.1a** Each animal has different structures that serve different functions in growth, survival, and reproduction.  **4.1a** Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death. | | | |
| **Science Topic:** | | | |
| **The PlayPump Story** | | | | What do we use water for? Why is it important to save it? What does it mean to conserve water? What tools do we use to access water? | | | |
| **Objective(s)**  What will your students are able to do by the end of this lesson? | | | | **Key Points**  What knowledge and skills are foundational to the objective?  *Think: In order to meet this objective, students must know/be able to do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* | | | |
| * **SWBAT describe how playpumps work** * **SWBAT explain pros and cons of using playpumps to access water** * **SWBAT to illustrate the main parts of the playpump** | | | | **3.1: Animals need water, air and food in order to live**  **Nonliving (human created or naturally occurring) things do not live and thrive**  **Observing** – becoming aware of an object or event by using any of the senses (or extensions of the senses) to identify properties | | | |
| **Classroom and Behavior Management:**  **Strategies used:**  **·       1:1 Para Proximity, Paras will be at each group. Paras will help students stay focused on completing work and manage behaviors with appropriate methods.**   * **First-Then board,** * **Poms, Poms for school store—reward system** * **Stop Light PBIS Behavior mgmt. system of red, yellow, green (green: students are behaving appropriately, yellow: warning colors to the students as they start to engage in appropriate behaviors (exm: calling out) red: consequence color, students have consistently engaged in, inappropriate behaviors despite visual and verbal teacher warnings.** * **Self-advocating  (students will communicate if they need a break, etc verbally or via PECS)**   **Overall Differentiation:**  **● Grouping and Worksheets provided are based on student level and abilities.**  **● Learners can say, point to or hand me PECs symbols of five senses and other words.**   * **Word Walls are available to allow students to point to words and images as well when answering questions. Devices will be used to allow students to answer inquiries and engage in lessons.** | | | | | | | |
| **Entry Routine:**  **I do** | | **Students do** | | | **Para(s) do** | | |
| 1. **How are we feeling?**   Use feeling based boards to ask learners’ how they feel.   1. **Intro:**  Teaching Point on PowerPoint | | * Students have eyes on teachers * Students raise their hands and identify class rules/procedures. * Students practice class rules and procedures teachers | | | * Paras are circulating the room, observing students * Paras prompt students to raise hands as needed, and wait to be called on before answering questions. * Paras are addressing student needs quickly, so they are working quietly | | |
| **Engage:** | | **Students do** | | | **Para(s) do** | | |
| Use a balled up paper, bean bag or other soft object to have students toss object to one another . **When they catch it, they must say their name, and one way they sued water today (exm: Maria, washed hands) using sentence strips and visuals. Students will play until everyone has had a chance (2-3 turns) Students are challenged to come up with a different use each time.** Encourage students to help their classmates with ideas | | * Students have eyes on teachers * Students raise their hands and follow class rules/procedures. | | | * Paras are circulating the room, observing students * Paras prompt students to raise hands as needed, and wait to be called on before answering questions. * Paras are addressing student needs quickly, so they are working quietly | | |
| **Introduction:** | | **Students do** | | | **Para(s) do** | | |
| * **Go over read loud section with students via powerpoint. Students will share about playpump and how it works and importance of clean water** * **Then, students will watch a video about the playpump** * **Next, students will build model of playpump** * **Lastly, illustrate parts of a pump**   **Assessment**  Anecdotal and worksheet review | | * Students have eyes on teachers * Students are raising their hands and answering me * Students are sitting up straight per class rules. * Students will then transition into group activities | | | * Paras are circulating the room, observing students * Paras prompt students to raise hands as needed, and wait to be called on before answering questions. * Paras are addressing student needs quickly, * Paras are bringing students to the front of the room. * Paras are helping with transitions between activities, collecting and handing out material and worksheets. | | |
| **Group Activity: Students will act out playpump story using LEGO models. Students will build a lego waterpump model that will be used in your team Team model display in March 2018. Students will illustrate their idea of the playpump story in the engineering notebooks.**  **Students: Are grouped based on their IEP goals, needs, levels and type of support (visuals, tactile) needed** | | | | | | | |
| Procedure:  *What steps or process will be used to read, comprehend, and discuss the text?* | **In each group: one student will be navigator, finder, builder, and checker. Students will switch roles every so often.**   * **Build models** * **Lastly, illustrate parts of a pump independently.**   **See link below for steps for building playpump:**  [**http://www.firstlegoleague.org/missionmodelbuildinginstructions**](http://www.firstlegoleague.org/missionmodelbuildinginstructions)  **Students need to think about their lego models they can use to act out the important parts of the playpump story. Students should draw their ideas for up to 4 models. If they need help, suggest the merry go-round, water tank, pipe with a tap, a school, a garden, etc. and have visuals of such.**  **Group 1: Students will individually draw one idea for a pump, then be paired with a student that has**  **Group 1:** Will follow visual steps to create models then illustrate  <https://firstinspiresst01.blob.core.windows.net/fll-2017-build/45804_model_overview_NonVerbal.pdf>  **Group 2:** Will illustrate, then follow written steps with some visuals to create model  <https://firstinspiresst01.blob.core.windows.net/fll-2017-build/45804_model_overview_ENG.pdf>  Students will share their ideas with one another and discuss if they think whether to build some or all of the proposed models.  **Assessments:** Anecdotal, worksheets and data sheet notations | | | | | | |
| **Closing** | | | | | | |
| **Exit Ticket : Let’s review what we learned and why we learned it today.**  **Today, I learned about…**  **---Clean up and wrap up!** | | | | | | |
| Time | | | Materials | | | Differentiation | |
| 5 minutes | | | Collect all worksheets and materials | | | Visuals incorporated, | |